DOCUMENT RESUME

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TITLE	Instructional Execution (Performance-Based Teacher Education--PBTE Series: Category C). Description of Teacher Inservice Education Materials.
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SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
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DESCRIPTORS	Field Trips; *Inservice Teacher Education; *Instructional Materials; *Performance Based Teacher Education; Team Teaching; Validated Programs; *Vocational Education Teachers

ABSTRACT

An inservice teacher education course focusing on specific competencies for vocational teachers is described. Information is provided on course purposes, content, and activities and resources involved in use of the module. Ordering information and a critique of the module are included. (JD)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: INSTRUCTIONAL EXECUTION (Performance-Based Teacher Education - PBTE Series: Category C)

Publication Date(s): 1977

Intended Users: Inservice and preservice vocational teachers in all occupational areas interested in developing specific competencies

Grade Level(s): Secondary and post-secondary level

Number: Groups or individuals (working with a resource person)

Primary Focus: This learning packet contains 29 programmed modules focusing on specific competencies for vocational teachers. They represent one category in a series of 100 performance-based modules designed to integrate the theory behind successful vocational teaching with its practice.

School subject(s) and/or inservice topic(s) covered:

The modules focus upon competencies which have been identified and verified as necessary to successful vocational teaching. However, the concepts taught apply to teachers in all subject areas. Some of the competencies include: directing field trips, conducting group discussions, employing brainstorming/buzz group/question box techniques, directing students in instructing other students, guiding student study, directing student laboratory experience and directing students in applying problem -- solving techniques.

What participant does in using the materials:

All of the 29 modules in the category are similarly programmed. The participant, working with a specific "terminal objective" in mind, completes from two to six "enabling objectives" per module. She or he also does the required (and optional) "learning experiences" suggested in the module. The final activity requires the participant to demonstrate competency of a particular skill or skills in an actual school situation. This performance is to be assessed by a resource person.

Resources: In addition to the 29 module booklets, completion of the series will require a resource person. This person--an instructor, administrator or teacher educator (who is skilled in the competency being studied) will guide participants through the modules and will assess their final learning activity. Supporting materials are available from the distributor. They include a Resource Person Guide, Student Guide, an Implementation Guide, and a text on the state of the art for both general and vocational education.

Describer critique:

This is an efficiently structured series of learning packages which focus upon skills important to effective teaching in all subject areas. The performance-based nature of the modules ensures that the user will acquire the competencies identified by the developers as significant in successful teaching.

CE18 (TS) educational technology - (SS) field trips - (TS) lesson plans- (TS) problem solving - (II) team teaching TD

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U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

1.0 PURPOSES:

Rationale

These modules focus on "specific professional competencies of vocational teachers." According to the developers, "Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specific competency."

Goals

Each module has a "terminal objective," which represents the ultimate goal for participants using that module. These objectives always require the user to demonstrate competency in a school setting. For example, for Module C-1, Direct Field Trips, the terminal objective is: "While working in an actual school situation, direct field trips. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form."

Objectives

Each module has a set of "enabling objectives," which are tasks designed to aid the participant in attaining the terminal objective. For example, the enabling objectives of Module C-1 are:

"1. After completing the required reading, demonstrate knowledge of the rationale for, and procedures involved in, directing field trips.

2. In a simulated situation, direct or critique the direction of an individual field trip.

3. In a simulated situation, direct or critique the direction of a group field trip."

All of the above objectives relate to "learning experiences," which are activities described in detail by the developers.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

There are 29 soft-cover module booklets in the Instructional Execution category of the PBTE series. Titles are listed below, along with the number of pages and individual prices of each unit.

C-1: "Direct Field Trips" 56 pp. ($3.40)
C-2: "Conduct Group Discussions, Panel Discussions, and Symposia" 48 pp. ($2.40)
C-3: "Employ Brainstorming, Buzz Group, and Question Box Techniques" 22 pp. ($1.40)
C-4: "Direct Students in Instructing Other Students" 24 pp. ($1.40)
C-5: "Employ Simulation Techniques" 60 pp. ($3.20)
C-6: "Guide Student Study" 40 pp. ($2.20)
C-7: "Direct Student Laboratory Experience" 56 pp. ($3.00)
C-8: "Direct Students in Applying Problem-Solving Techniques" 56 pp. ($3.00)
C-9: "Employ the Project Method" 40 pp. ($2.20)
C-10: "Introduce a Lesson" 44 pp. ($2.40)
C-11: "Summarize a Lesson" 40 pp. ($2.20)
C-12: "Employ Oral Questioning Techniques" 40 pp. ($2.20)
C-13: "Employ Reinforcement Techniques" 48 pp. ($2.60)
C-14: "Provide Instruction for Slower and More Capable Learners" 28 pp. ($1.60)
C-15: "Present an Illustrated Talk" 44 pp. ($2.60)
C-16: "Demonstrate a Manipulative Skill" 36 pp. ($2.00)
C-17: "Demonstrate a Concept of Principle" 52 pp. ($2.80)
C-18: "Individualize Instruction" 48 pp. ($2.60)
C-19: "Employ the Team Teaching Approach" 28 pp. ($1.60)
C-20: "Use Subject Matter Experts to Present Information" 36 pp. ($2.20)
C-21: "Prepare Bulletin Boards and Exhibits" 44 pp. ($2.40)
C-22: "Present Information with Models, Real Objects, and Flannel Boards" 48 pp. ($2.60
C-23: "Present Information with Overhead and Opaque Materials" 52 pp. ($2.80)
C-24: "Present Information with Filmstrips and Slides" 52 pp. ($2.80)
C-25: "Present Information with Films" 36 pp. ($2.00)
C-26: "Present Information with Audio Recordings" 52 pp. ($2.80)
C-27: "Present Information with Televised and Videotaped Materials" 36 pp. ($2.00)
C-28: "Employ Programmed Instruction" 48 pp. ($2.60)
C-29: "Present Information with the Chalkboard and Flipchart" 52 pp. ($2.80)

Sequence

The modules are intended to be studied in the order in which they are numbered.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

For each module, participants must attain a terminal objective which requires them to demonstrate skill in a specific competency in an actual school situation. Enabling objectives and learning experiences are designed to facilitate this goal: users complete all required activities and may wish to do the suggested activities. Participants may interact with each other, or may work on the modules individually. In either case, the resource person guides participants through the programs.

3.2 Help given in use of product:

In addition to the directions given in the module, the developers say that "information about the use of the modules in teacher education programs is contained in three related documents: Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials and Guide to Implementation of Performance-Based Teacher Education."

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each learning experience (that numbers two to six per module) has a self-check, where participants evaluate their understanding of the material by comparing their own answers to those provided in the Model Answers section of the module. Also, participants will be evaluated on their terminal objective activity by a resource person who rates performances on a teacher performance assessment form.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

No time structure is set by the developers. The program is flexible: users may wish to do only the required activities, or may do the optional activities also. The final activity for each module requires demonstration of a competency in an actual school setting with a resource person to evaluate. Those who do not have access to a school when they are taking the program can complete the modules only up to the final activities; they may do the final activities later when a school is available.

5.2 Distributor name/address:

American Association for Vocational Instructional Materials (AAVIM)
120 Engineering Center
Athens, Georgia 30602

(404) 542-2586

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
INSTRUCTIONAL EXECUTION PBTE Series: Category C	Set of 28 modules $62.46*	no	1/participant	yes
Supplementary Materials:				
1. Guide to the Implementation of Performance-Based Teacher Education	$4.40	no	1/participant	yes
2. Resource Person Guide to Using PBTE Materials	$5.00	no	1/participant	yes
3. Student Guide to Using PBTE Materials	$1.20	no	1/participant	yes
4. PBTE: The State of the Art, General Education and Vocational Education	$3.40	no	1/participant	yes

(Contact the distributor for information on these and other supporting materials.)

*Prices of individual modules are listed on Page 3 of this description.

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The 100 learning packets in the PBTE series were developed by the Center for Vocational Education of the Ohio State University. Key project staff included: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fordig, Specialist; Lois G. Harrington, Program Assistant; Karen M. Quinn, Program Assistant.

6.2 How developed and when:

According to the developers, "The PBTE curriculum packages are products of a sustained research and development effort by the Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the Center and have made contributions to the systematic development, testing, revision, and refinement of these . . . training materials." The materials were developed over a five year period, and were continuously revised as a result of field-testing until their publication in 1977-78.

6.3 Evidence of effectiveness with users:

The developers note that "over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to the Center for revision and refinement."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The systematic method by which users acquire set objectives (i.e., self-checks, learning activities, terminal objectives) ensures that program participants will attain a demonstrable understanding of the material. Although the PBTE series is designed for teachers in occupational areas, the competencies highlighted in this category (Category C) are applicable to teachers in all subject areas. The technical quality of the module booklets is very good; graphs, illustrations and flow charts help make the books easy and enjoyable to use.

Content accuracy/social fairness/community acceptance issues:

The extensive field-testing and research which have contributed to this series ensure the content accuracy of the modules. The modules are free of racism, sexism, and other biases.

Overall summary/comment:

The modules are carefully planned, and are structured in such a way as to demand participant involvement and, ultimately, acquisition of an identified competency. While some categories in the series of 100 are very specialized and would require effort to adapt to the general education teacher (as opposed to the occupational/vocational teacher), this category in particular focuses on skills that are important to effective teaching in all subject areas.

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